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AUTHOR	Pascale, Pietro J.
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ABSTRACT

This auto-instructional unit contains a series of questions and answers about checklists. After the instructional sequence there follows a short mastery test, a list of guest or enrichment activities, and an appendix containing nine checklists relating to six broad curriculum areas. (Author)

ED102207

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IMPROVING SKILLS IN DEVELOPING CHECKLISTS

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Dr. Pietro J. Pascale

YOUNGSTOWN STATE UNIVERSITY

TM 004 328

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ABSTRACT

This autoinstructional unit contains a series of questions and answers about checklists. After the instructional sequence there follows a short mastery test, a list of guest or enrichment activities, and an appendix containing nine checklists relating to six broad curriculum areas.

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WHEN I COMPLETE THIS UNIT, WHAT SHOULD I BE ABLE TO DO?

1. Determine whether or not to use a checklist when given a number of evaluative situations.
2. Develop a checklist.
3. Use a checklist.

WHAT IS A CHECKLIST?

A checklist is an observational aid for <u>process</u> and <u>product</u> activities. A checklist provides a basis for tallying observational data. The person using the checklist makes <u>no</u> qualitative judgement. The checklist is constructed to yield a YES or NO response indicating the presence or absence of a list of desired pupil performances.

CAN YOU GIVE ME AN EXAMPLE OF A CHECKLIST?

We'll do more than that. We'll give you several examples. The first example is a checklist to determine if a sewing student has mastered all the necessary steps in setting up a machine.

Checklist for Preparing to Sew on a Machine

____1. Wind bobbin
____2. Thread bobbin case
____3. Thread upper machine
____4. Pull up bobbin thread
____5. Set stitch length
____6. Insert fabric
____7. Position needle
____8. Lower presser foot

Student's Name _____ Date _____

The first example involved a process. Our second example will involve assessment of a product.

Checklist For Ring Project

	YES	NO	COMMENTS
1. Is the band smooth?			
2. Does the bezel hold the stone tightly in place?			
3. Do excess solder or any of the soldered joints?			
4. Is the shank round?			
5. Is the stone centered in the center of your backplate?			
6. Do the bezel and backplate appear to be one piece of metal?			
7. Do the two pieces of flat wire used in the shank appear to be one piece of silver?			
8. Was all filing done lightly, so there are no scratches left on your silver?			
9. Were all metal discolorations removed by buffing?			
10. Does the ring fit you or whoever you made it for?			

Our third example is a Mathematics Checklist for use in the primary grades.

Mathematics Checklist
Primary Levels

Name: _____ Date: _____

Observer: _____

_____1. Counts to ten without error
_____2. Points to an eighty two
_____3. Puts objects into sets of 1 to 5
_____4. Places objects in one-to-one correspondence
_____5. Follows in pennies, nickels, and dimes
_____6. Counts to 50 by 5's
_____7. Compares objects and shows which is to bigger and smaller

[illegible]

The various advantages and disadvantages of each information can be presented in numerous forms such as frequencies or percentages and such information can be [illegible] quickly. Also, the variety provides to each objective given the [illegible] on a question should have a behavioral reference. The last point would include that evaluation has been a particularly significant role in the evaluation device in identifying design variables based on instructional objectives.

The questions can be used by the student himself in analyzing his own [illegible] of the required steps. For example, look at the above questions below with reference "Yes or" to given steps.

[illegible]

[illegible]

1.	Is your work placed around the machine, leading to the process? (Step 2)		
2.	Are the rows of work [illegible] together so there are no gaps between the rows? (Step 3)		
3.	Is the salvage straight on both sides of the moving? (Step 4)		
4.	Are all ends of the warp strands cut off equally when the weaving is completed? (Step 5)		
5.	Are the loose, [illegible] [illegible] [illegible]

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NUMBER CONCEPTS

OBJECTIVES	YES	NO
The student can orally tell the teacher how many objects are in a given set.		
The student can make a set out of concrete objects provided by the teacher, to match the stimulus set on the test booklet.		
The student can match sets whose members do not always match.		
The student can make a set equivalent by telling how many objects to add to the smaller set.		
The student can make a larger set by building upon a smaller set that he already has learned.		
The student can match the numeral to the set that shows that many objects.		
By using pictures of the standard models of sets, the student can count to join two sets together to make a larger set.		
The student can write the correct numerals.		
The student can prove that + = a certain number by counting the objects in the two subsets.		
The student can correctly draw a model of the number that comes before and after a given set.		
The student can write correctly the numeral that comes before or after a given numeral.		

APPENDIX A

Checklists

1. Theme Writing
2. Apron Project - Home Economics
3. Lab Experiment
4. Paperfolding Skills
5. Map Reading & Recognition
6. Second Level Arithmetic Problems
7. Home Economics Study Plan
8. Polynomials
9. Trigonometry

THEME WRITING - Checklist

OBJECTIVES	YES	NO
The student writes an interesting introduction.		
The student uses correct punctuation.		
The material is well organized.		
The student's paper is summarized well.		
Each paragraph contains unity of material.		
Details are logically arranged, thus coherence is achieved.		
The student has selected a topic which is interesting and one which he can write on competently.		
The student has written a thesis statement.		
The student has written a title for his theme.		
The theme is neatly written or typed.		

J. DeJoseph

Apron Project

OBJECTIVES	YES	NO
The student can place pattern pieces on material by following the pattern lay-out instructions.		
The student can match up the designs of material so that the pieces will line-up well when sewn together.		
The student can sew straight seam lines.		
The student can correctly place and sew rick-rack.		
The student can sew the gathering stitch then gather the skirt piece to fit the waistband.		
The student can do a blind hem stitch by hand.		
The student can neatly sew on snaps, tie loose threads and cut them.		
The student can sew the side seams of the skirt piece in a straight line and not allow any frayed ends to be visible.		
The student can sew the pockets such that they form a square.		
The student can neatly and precisely sew the waistband onto the skirt piece and the tie straps onto the waistband.		
The student can neatly sew rick-rack along the edges of the bib top after she has sewn the tie straps at the proper angle in the top corners.		
The student can demonstrate her understanding of sizing by hemming her apron two to three inches above her skirt length.		
The student can correctly tell how she did any of the above procedures when questioned orally by the teacher.		

K. Otterson

Checklist to be used by student when writing up a scientific lab experiment.

	YES	NO
1) Did I include an introduction?	_____	_____
2) Did I state the hypothesis clearly?	_____	_____
3) Did I include a complete list of materials used?	_____	_____
4) Did I write a detailed procedure in sequential order?	_____	_____
5) Are the results in precise and single form?	_____	_____
6) Did I draw valid conclusions and state them clearly?	_____	_____

S. Ferranti
M. Ligatino
E. Chordas

Checklist for Paper-Folding Skills

Checklist for Paper-Folding Skills

Mathematics, Grades 7-12

Objectives-- students should master the following basic constructions:

YES	NO

1. Straight line

2. Straight line through a given point

3. A line perpendicular to a given straight line

4. The perpendicular to a line at a point on the line

5. A line perpendicular to a given line and passing through a given point P not on the line.

6. The perpendicular bisector of a given line segment.

7. A line parallel to a given straight line

8. A line through a given point and parallel to a given straight [illegible]

9. The bisector of a given angle

10. The location of equally spaced points along a line [illegible]

11. Formation of a right angle

S. Parrigon

[illegible] grade 5

MAP READING & INTERPRETATION

OBJECTIVES	YES	NO
Student can orally cite the names of continents		
Student can point to continents and state the approximate location (e.g., N,S,E,W) below or above the equator		
Student knows and can point to or map the difference between latitude and longitude		
Student can locate major oceans and rivers on map (Atlantic, Pacific, Nile, Mississippi)		
Student can orally state and locate on map of the states in the United States and their nearest capitals		
Student can discuss advantages and disadvantages of particular geographic locations and use map to [illegible] characteristics of human nature, [illegible]		
Student can locate major mountain ranges and [illegible] desert (Alps, Sahara).		
Student can construct map showing major manufacturing centers of United States.		
Student is able, through use of maps and graphs to show why some countries are more economically advantaged than others (e.g. rainfall, [illegible]		

[illegible]

This inventory will be used to determine adequate knowledge of general basic arithmetic practices in order to construct an up-dated basic arithmetic program.

Questions	Yes	No
1. The student knows one digit addition.		
2. The student knows two digit addition without carrying.		
3. The student knows two digit addition with carrying.		
4. The student knows one digit subtraction.		
5. The student knows two digit subtraction without borrowing.		
6. The student knows two digit subtraction with borrowing.		
7. The student has mastered his times tables from 1-5.		
8. The student has mastered his times tables from 6-9.		
9. The student has mastered the 0 times tables.		

S. Mathis

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]		
[illegible]		
[illegible]		
[illegible]		
[illegible]		
[illegible]		
[illegible]		
[illegible]		
[illegible]		
[illegible]		

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
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